



Special Education Programs Newsletter

Volume 2, Issue 3 March 2008

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Directors Notes

By **Ann Larsen**

Hello,

It is hard to imagine that the year is passing by so quickly. There are many housekeeping tasks during this time of the year. Districts are preparing to administer the Dakota Step while others are completing other tasks. We have all had our challenges this year and can look forward to that last day of school later this spring.

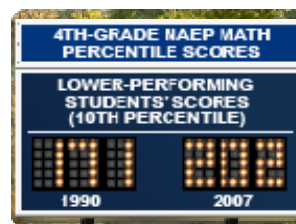
Our office has been very busy the past two months working on data and our State Performance Plan submission on February 1. We are looking forward to the Statewide Special Education CEC Conference this month in Pierre. I hope many of you can attend. Plans are also being finalized for the Summer Institute in June.

The newsletter has many small articles that have been relevant issues this year. Ultimately, it is the goal for us all that we do the best we can for our students. All students want to be successful in school and all teachers work very hard to make that happen. It was great visiting with so many of you during the SPP/APR road show. Thank you for your support and all that you do. Keep up the good work.

~ **Ann Larsen**

Director of Special Education

Year of Data: 2007



4th-grade NAEP math percentile scores for lower-performing students (those at or below the 10th percentile) were 31 points higher in 2007 than in 1990. 1990: 171 points
2007: 202 points

Department News



Comprehensive Plan

It is time to think about updating those district comprehensive plans. We have the template and checklist will be available online.

We are asking that an electronic copy be submitted online.

We are also asking that a signature page is sent to our office and with original signatures at:

**Special Education Programs
700 Governors Drive
Pierre, SD 57501-3782**

Districts and agencies must complete the template and have school board approval. A copy must be kept on file at the district. ❖

Special Education Advisory Panel

The Advisory Panel met on **January 10th and 11th** at the **Oacoma Community Center** near **Chamberlain**. The panel began the New Year with discussion on many issues, such as the State Performance Plan. The next meeting will take place in **Sioux Falls** on **April 24th and 25th, 2008** at **the Sanford School of Medicine, Health Science Center (1400 W 22nd St.)**. This is a public meeting and anyone can attend. If you have questions concerning the Advisory Panel, please visit our website at: <http://doe.sd.gov/oess/specialad/news/Advisory/index.asp> or call **Ray Tracy** at **773-3219**.

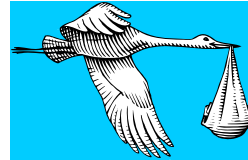
Notice is further given to individuals with disabilities that this meeting is being held in a physically accessible place. Handicapped accessible parking is also available. Please notify the Department of Education, Office of Educational Services & Support within two weeks of the meeting if you have special needs for which this agency will need to make arrangements. Call about requests for alternative formats and/or interpreters: Disk, Braille, Large Print, Interpreter, or Other (please specify). Also, note if you need any special medical or dietary needs.

Contact: **Merle Doolittle** at **605-773-3678**. ❖

SPP/APR Road Show

Annually, the State Performance Plan and Annual Performance Report are submitted to the Office of Special Education Programs (OSEP). To inform the public of targets, activities, and state performance the Office of Special Education has conducted presentations at various locations around the State in February. Many districts attended the trainings. Among the locations were Aberdeen, Watertown, Huron, Spearfish, Rapid City, Mitchell, and Sioux Falls. ❖

Congratulations, Rebecca Cain!



National Summit on RTI implementation

National Summit on RTI implementation was held in **Arlington, VA** on **December 6-7, 2007**. CCSSO joined with a number of other national organizations who are working cooperatively with the Office of Special Education Programs (OSEP), the Office of Elementary and Secondary Education (OESE) and the Office of English Language Acquisition (OELA) to plan for the implementation of RTI. The conference sponsors issued specific invitations to each state's chief state school officer (or a deputy designee) as well as representatives from Special Education and Reading First. The South Dakota Team consisted of **Barb Boltjes (RTI Coordinator)**, **Michelle Mehlberg (Reading First Representative)**, and **Lisa Bainbridge, Lennox (NEA representative)**. ❖

Dakota Link Advisory Panel met on **February 1, 2008** in Sioux Falls. The panel discussed ongoing advancements in technology, surveys, and a national database designed to list available assistive devices and software for individuals with disabilities. If you have questions, concerns or you are looking for assistive technology please contact **Dakota Link** by calling **1-800-645-0673 (V/TDD)**, or **605-394-6742 (V/TDD)** Or By Email - info@dakotalink.net or visit the website <http://dakotalink.tie.net/content/default.htm>. ❖





Calendar of Events

Assessment



- **Dakota Step Testing Window**
March 31 – April 18, 2008

Statewide Special Education Conference

- **March 16-18, 2008 Pierre**

State Advisory Panel

- **April 24 & 25, 2008**
Sioux Falls
- **June 23 & 24, 2008**
Pierre



Summer Institute

- **June 23rd, 2008 to June 27th, 2008**

Other Dates and Events

- **April 6-8**
Annual TIE Conference

South Dakota School for the Blind and Visually Impaired Graduation

School For the Blind and Visually Impaired, Aberdeen, SD May 22nd, 2008 at 1:30 PM

Youth Leadership Forum

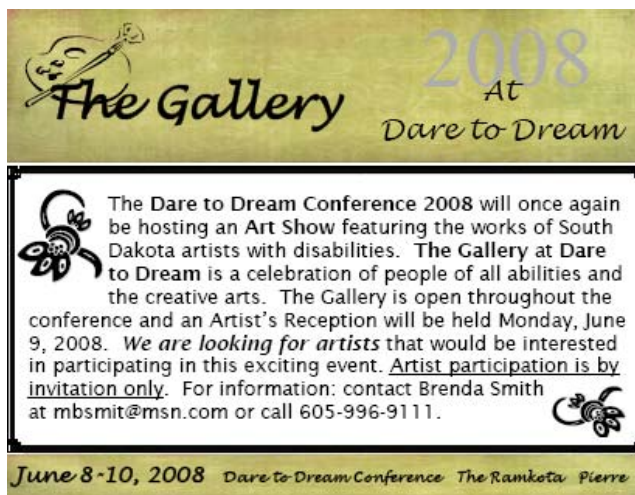
The 10th Annual Youth Leadership Forum for students with disabilities is scheduled for **June 15-19, 2008** at **Northern State University in Aberdeen**. 65 students applied this year!☺

Catch the Wave

- **3/27/08** – Aberdeen, NSU – 9 AM to 4 PM
- **3/27/08** – Rapid City, SDSM&T and WDTI – Starting 9 AM
- **4/22/08** – Brookings, SDSU – 9 AM to 4 PM

Would you like to get this newsletter in your email? Don't be left out.

Contact **Ray Tracy** at ray.tracy@state.sd.us to request your newsletter or to offer suggestions.



ESY Trainings

There will be Extended School Year (ESY) trainings provided over DDN this spring. Training session will last one hour. Each session will be limited to 10 sites throughout the state. If you would like your school to host one of the 10 sites.

Another option is to physically attend the Mt. Vernon, Gregory, or one of the host sites. You will need to register if you wish to attend at any of these sites. Information will be sent out on the listserv, and also be on the website as to which 10 districts will be hosting for each session listed below.

From Mt. Vernon site:
March 26- 3:30 pm
March 27-3:30 pm
Register by March 20



From Gregory site:
April 7- 3:30 and 4:30 pm
April 8- 3:30 and 4:30 pm
Register by April 3
Merle.Doolittle@state.sd.us or call **773-3678**. ❖

Focus on Success Conference

Best Western Ramkota and Convention Center in Sioux Falls. From Tuesday, September 30 through Thursday, October 2, 2008. Department of Human Services and the SD School for the Blind and Visually Impaired.

Everyone is welcome! Individuals who are blind or visually impaired, parents, family members, students, teachers, professionals in education, rehabilitation and independent living will all benefit from participating in Focus on Success. The program will address options for education, vocational rehabilitation and adult services for individuals who are blind or visually impaired.

Teacher Leadership Conference 2008

- **October 5,6,& 7, 2008,**
Pierre, SD

Save the Date!

22 2008 First Annual Special Education Programs and Transition Services Liaison Project Joint Conference June 23-27, 2008 Ramkota Hotel, Pierre, SD

Monday June 23: Behavior

- ❖ Sessions will be presented by behavior specialist **Heather Robbins**. Focus will be on conducting a Functional Behavior Assessment (FBA), writing the Behavior Improvement Plan (BIP), and giving specific strategies for teachers to use to promote a positive and safe learning environment for all students and staff.
- ❖ Lunch Keynote: **Dr. Bill East, Ed.D** Executive Director of the National Association of State Directors of Special Education (NASDSE).

Tuesday, June 24: State Performance Plan/Dyslexia

- ❖ The morning session will focus on the **State Performance Plan**. An overview will be presented by the state Special Education Director **Ann Larsen**. Following, special education programs staff will have designated areas set up to discuss questions you may have on specific indicators.
- ❖ Lunch Keynote: Secretary of Education, **Dr. Rick Melmer**.
- ❖ The afternoon session will be presented by **Stephanie Spaan**. Stephanie will be addressing the topic of Dyslexia: Signs and Strategies.

Wednesday, June 25: Differentiated Instruction/SD Parent Connection

- ❖ The morning session will be dedicated to differentiated instruction and will be presented by internationally renowned educator and popular author **Jim Grant**.
- ❖ Lunch Keynote: TBA.
- ❖ The afternoon session will be presented by **South Dakota Parent Connection**. Topics will include: ways for teachers and parents to work together to enhance learning for the student, parents' perspectives on raising a student with special needs, and programs and services offered through Parent Connection.

Wednesday, June 25 – Friday, June 27: Transition

Transition training will start Wed. at 1pm and end Friday at 5pm.
Speakers include: Dr. James Martin, Dr. Ed O'Leary, adult service panel.

- **Graduate Credits Available!** One credit will be offered for those attending Mon-Wed only, or Wed-Fri. only. Two credits will be offered for those attending all five days.
- Breakfast and lunch will be served June 23-25. A social hour will be held June 24. Exhibits/booths on display June 24! Books are Fun products will be available!
- Registration Fee: \$75.00. More information on registration coming in April.

Contacts

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Ray Tracy

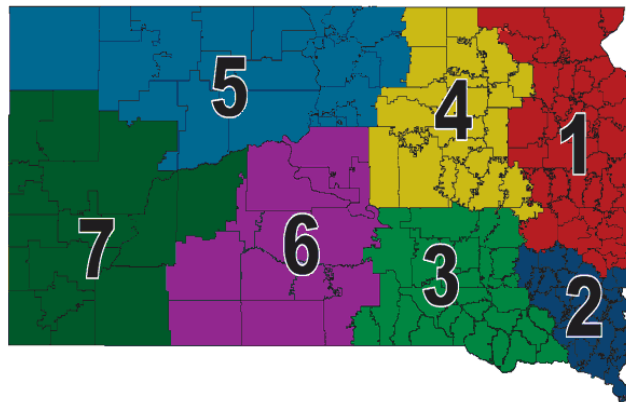
ESA 1, Region Contact
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Laura Ellenbecker - Management Analyst

Special Education Child Count, Assessment Data, NCLB Calculations
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Email: laura.ellenbecker@state.sd.us



Transition Liaisons

For technical assistance or additional information please contact your regional liaison:

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bev.petersen@state.sd.us

Dan Rounds, Central Region, 224-5336,
drounds@tie.net

Dave Halverson, Western Region, 347-4467,
dhalverson@bhssc.tie.net

Cindy Kirschman, North Central Region, 626-2398,
cindy.kirschman@state.sd.us

15 STRATEGIES FOR ENHANCING PROCESSING AND ORDERING SKILLS

By Alice Thomas, M.Ed., &
Glenda Thorne, Ph.D.



The following strategies are offered for enhancing graphomotor skills. This listing is by no means exhaustive, but rather is meant as a place to begin.

- 1. Take the Mystery Away.** Teach students about simultaneous/spatial and successive/sequential processing and ordering and about organization strategies. Help students understand their processing and ordering strengths and challenges. This process is sometimes called demystification - taking the mystery away.
- 2. Everything has its place.** Teach students to choose specific places where certain materials are kept. The places may be color coded and labeled. Prompt students to return materials to the same place once they have finished using them until this behavior becomes habitual. Help students with developing and implementing these strategies.
- 3. Assign time for getting organized, and model the behavior.** Teachers should assign class time each week for "getting organized" or "staying organized". Make it the same time every week. For example, devote 15 minutes every Monday or every Friday to reorganizing notebooks, backpacks, lockers and/or desks. Parents should also designate a set time each week for all family members, including parents, to reorganize their things. Teachers and parents should model these behaviors.
- 4. Use Post-Its to transport math steps.** Many students who are challenged by sequencing skills have trouble remembering the steps to solve math problems. They may benefit from writing the steps on a Post-It and moving the Post-It from problem to problem down the page as they are solving problems.
- 5. Chunk it!** Students who have difficulty with time management will benefit from guidance in planning long-term assignments and projects. They may need to divide the work into "chunks" and adhere to a schedule that requires them to submit their work "chunks" in stages to help them keep on track.
- 6. How much time does it take?** It can be helpful to ask students to estimate how long they think a class work or homework assignment might take. Have them record their estimate and the time that they begin the assignment at the top of their assignment. Then ask them to record what time it is when they finish the assignment, and calculate the total amount of time it took. Next, have them compare their estimate with the actual time spent. If their estimates are way off, encourage them keep a log of their estimates and their actuals to see if their time estimating skills are improving.
- 7. Use a variety of formats.** Information on any topic should be presented to all students in a variety of formats including spatial and sequential. For example, teachers could present an outline in the traditional sequential format as well as in a spatial mind map format.
- 8. Talk it out.** Students who have spatial challenges may need sequential verbal explanations given to them. They may benefit from written explanations and/or descriptions of the information contained in charts, graphs and/or diagrams.
- 9. Use charts, graphs and mind maps.** Many students who are challenged by sequencing skills may have difficulty developing traditional outlines. They may find it more productive to use ordering strategies such as charts, graphs or mind maps that provide a spatial arrangement of information on a page. Also, if they are artistic, students may want to draw pictures to represent a complex concept.
- 10. Line it up.** Elementary school students who have challenges lining up math problems may want to use graph paper a way to keep their math columns in order. Students may also turn regular notebook paper sideways and put their numbers in the columns that the paper then makes.
- 11. Get inspired.** Students who are strong in simultaneous/spatial processing and ordering but who are challenged in successive/sequential processing and ordering may benefit from using Inspiration, a software program that organizes concepts and information into visual maps.
- 12. Give choices.** For writing assignments, allow students to choose whether to follow an outline or graphic organizer in the planning stage. Key words, such as who, what, where, when and why, may be used as guides.
- 13. Use landmarks.** Students who get lost easily should try to identify specific landmarks to guide them. For example, they may remember that math class is just down the hall from the picture of Albert Einstein. This same strategy can prove to be helpful other settings such as shopping malls.
- 14. Use mnemonics.** If a student has trouble remembering the steps in a math process, such as long division, it may be helpful to use the first letter of each word to make up a saying that she can remember, such as Dirty Myrna Smells Bad for the steps in long division (divide, multiply, subtract and bring down), creating a mnemonic for remembering the steps.
- 15. Write it down.** All students will benefit from using a plan book or a personal digital assistant (PDA) to remember important dates, events and assignments. They may keep a copy of their daily schedules and their locker combinations taped inside the front cover of the plan book so they are easy to find when needed. Teachers can reward daily use of plan books or PDAs by using a Positive Points for Planning (Triple P) system that applies to student grades. ❖

Dyslexia

9 Common signs of dyslexia in students:

- Trouble with letter names and letter sounds
- Trouble blending sounds to make words
- Difficulty sounding out (decoding) real and nonsense words
- Difficulty with recognizing familiar words
- Inaccurate and labored oral reading
- Trouble reading small "function" words like that, is, an, the, for
- Slow reading rate
- Poor spelling and other written language skills
- Weak auditory/phonological short-term memory ❖



All the articles on this page have been provided by



*A Nonprofit Organization Dedicated to
Increasing School Success for All Children*

Founded in 1992, the Center for Development and Learning (CDL) specializes in the development and dissemination of leading edge research, knowledge, and best practices from multiple disciplines that impact teaching and learning. CDL's mission is to improve the life chances of all children, especially those at high risk, by increasing school success. ❖

<http://www.cdl.org/>

Grade Retention

Every year it seems retention continues to be an end-of-year topic in spite of mounds of research that show retention to be a largely ineffective strategy. Some of the more common findings show:

- Most children do not "catch up" when held back.
- Although some retained students do better at first, these children often fall behind again in later grades.
- Retention is one of the most powerful predictors of high school dropout; holding a child back twice makes dropping out of school 90% certain. ❖

Reading Fundamentals: 5 Mistakes Parents Can Avoid

1. Skipping the early years. Research shows that building a strong foundation for future reading success can begin as early as infancy. Use colorful stories or picture books for young children, exciting stories with older children. Sit close together and make reading interactive. Have your child turn the pages for you. Use your voice and facial expressions to make the story come to life. Point to pictures in the book and talk about what is happening in the story. Ask good questions such as, "What do you think will happen next?"

2. Being absent during homework. By helping with homework, you can help your child develop the skills necessary to be a successful reader. Encourage careful review of the instructions for assignments. Help your child develop a plan to complete a longer reading assignment. Once a reading assignment is underway, guide your child to key points in the plot, characters, or setting. Practice reading passages aloud, taking turns.

3. Starting the day off on the wrong foot. Have you ever wanted to just crawl back in bed and start the day over? Help your child start every day off right by establishing a daily routine that includes plenty of time for sleep. Encourage your child to pack his book bag as soon as he finishes his homework, eliminating that task from the morning rush. Insure that your child has a nutritious breakfast. Help your child arrive at school ready to read!

4. Forgetting your partner – your child's teacher. Let the teacher know that you will reinforce the importance of reading at home by having a set reading routine and plenty of interesting reading materials for your child. If you think your child is having problems with reading, share your concern with your child's teacher right away. Together you can develop a plan to help your child.

5. Thinking it's too late to start. It's never too late! If you have not already started a reading routine with your child, today is a good day to start. Your involvement, support, and commitment to his learning will help to insure a life-long love of reading and school success. ❖

Materials, publications, links and other content found on the Office of Educational Services and Supports: Special Education Program's publications are included for informational purposes only and do not necessarily reflect the positions or policies of the South Dakota Department of Education and you should not assume endorsement by the State of South Dakota or the Federal Government.

24:05:25:04. Evaluation Procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:

(a) Are used for the purposes for which the assessments or measures are valid and reliable; and

(b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the assessment purports to measure;

(4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:

(a) Whether the child is a child with a disability; and

(b) The content of the child's IEP, including information related to enabling the child:

(i) To be involved in and progress in the general education curriculum; or

(ii) For a preschool child, to participate in appropriate activities;

(6) Technically sound instruments, assessment tools, and strategies are used that:

(a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and

(b) Provide relevant information that directly assists persons in determining the educational needs of the child;

(7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations. ❖

Remember the Three Prong Test

When determining eligibility for **any** disability category, IDEA establishes three criteria for special education program eligibility. These include:

- 1) The student must have a diagnosed disability,
- 2) the disability must have an adverse effect on educational performance, and
- 3) the student must require specially designed instruction to meet [his or her] unique needs.

Note: The student must also meet SD eligibility requirements for the stated disability as listed in the Administrative Rules of South Dakota.

Pg. 7 of the IEP Technical Assistance Guide

Snippets of Information



HOW DOES AN IEP TEAM DOCUMENT ESY SERVICES?

Documentation of ESY services should specify:

- Which IEP goal(s) will be reinforced during ESY services.

Documentation should describe:

- the type of services (such as direct instruction, specific related services, consultation, or supervision),
- the beginning date of services and the ending date of services,
- the minutes per week for each service,
- service provider, and
- where the service will be provided. ❖

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives." ~Willa A. Foster

Special Education Students Participating in Sports

Involvement in sports is considered an opportunity not a right. Students in Special Education must meet the same criteria for eligibility and participation in sports the same as general education students.

For participation in sports to be a related service, a student's IEP team would have to determine that the participation was a part of FAPE (Free and Appropriate Public Education).

Schools limiting participation in sports are not denying FAPE, unless a school district has taken steps to deny students with disabilities an equal opportunity to participate in sports and other school activities. ❖



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2007). *The Condition of Education 2007* (NCES 2007-064), [Indicator 31](#).

Percentage distribution of students with disabilities ages 6-21 served by Individuals with Disabilities Education Act, by placement in educational environment: Selected years, 1995-96 to 2004-05

School year	Percentage of day in a general education classroom			Not in a general school
	80 or more	79-40	Less than 40	
1995-96	45.3	28.7	21.6	4.4
1999-2000	46.0	29.7	20.3	4.1
2003-04	49.9	27.7	18.5	3.9
2004-05	52.1	26.3	17.5	4.0

NOTE: Students with disabilities are those students served under "Assistance for education of all children with disabilities" (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. Data are taken from a universal survey. Detail may not sum to totals because of rounding.

The Dismissal Process

What is the process for dismissing a student from special education and/or a related service?

To dismiss a student from special education or special education and related services the district would precede as follows:

1. The district evaluation team would review the student's information and decide what evaluation information is necessary before determining the child is no longer a child with disability.
2. Once the district has decided what evaluations are necessary, contact the parent, review the districts evaluation plan with the parent and ask them if they agree or if they recommend any changes to the district evaluation plan.
3. The district must complete the written prior notice/consent document and list the test/evaluations, records, and reports that will be used to determine if the child continues to be eligible for services.
4. When documenting previous evaluation information to be used on the prior notice, indicate the area or name of the evaluation and the date it was administered. This also holds true with any information to be used that was not administered during the 25 school day evaluation timeline. This will let the parent know that previous information will be used and that a new evaluation will not be administered. Parent consent is required if any new evaluation information will be gathered or administered.
5. Parents must be informed of their right to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs in the prior notice.
6. All the evaluation procedures stated in 300.304 Evaluation procedures apply.
7. Copies of all evaluation reports/documentation used by the team to determine if the child continues to be a child with a disability must be provided to parents.
8. Prior notice is sent to parent setting up a meeting at a mutually agreeable time at which time the IEP team will review the evaluation data and determine if the child continues to be eligible for services.
9. The team will complete the evaluation report and the documentation of determination of eligibility (content required for students identified with specific learning disabilities) reporting the team's decision regarding the child's eligibility for services. A copy of this document with the team's decision must be given to parents. ❖



Accommodations for Special Populations

Dos and don'ts when choosing accommodations

Here are some dos and don'ts on choosing accommodations as presented in the [Council for Chief State School Officers'](#) forthcoming guide *Choosing and Using Accommodations for Students with Disabilities: Accommodations Manual and Professional Development Guide*.

Do:

- ✗ Look to your state accommodation policies, so you'll understand the implications of the selections made.
- ✗ Know what types of accommodations can be used as both instructional and assessment accommodations.
- ✗ Be sure to document instructional and assessment accommodations on IEP and 504 plans.
- ✗ Get input about accommodations from teachers, parents and students.
- ✗ Choose accommodations based on individual student needs in each content area.
- ✗ Select accommodations that reduce the disability's effect on the student's learning and access to instruction.
- ✗ Be specific about the 'Where, When, Who, and How' of providing accommodations.

Don't:

- ✗ Choose accommodations based on whatever is "easiest" to do.
- ✗ Don't check off every available accommodation on IEP checklists just to be "safe."
- ✗ Don't provide an assessment accommodation for the first time on test day.
- ✗ Don't provide accommodations that aren't related to students' documented needs or that would give students unfair advantages.
- ✗ Don't use an accommodation if it's not already been documented on the IEP or 504 plan.
- ✗ Don't simply indicate an accommodation will be "provided as appropriate" or "as necessary"

Assure Wider Access Not Advantage

The goal of the South Dakota Test of Educational Progress is to assure every student has the opportunity to access the test without providing a special advantage. The decision to test should be made on an individual basis, and these alterations in procedures must not be used for the first time on state tests.

Testing Environment

- ✗ Provide a student additional breaks during a testing session.
- ✗ Allow a student to use preferential seating, study carrel, or other school environment.
- ✗ Access a student individually or in a small group.
- ✗ Provide special lighting, auditory, or furniture supports.

Directions

- ✗ Reread assessment directions verbatim once.
- ✗ Provide an environment in which a student can read the directions aloud.

Utilize the following chart to complete Box 6, "SUBJECTS FOR ACCOMMODATIONS," on the demographic information page of the students' answer documents.

Reading	Mathematics	Science	Accommodation Codes	Accommodations for Special Populations	
				IEP/504	LEP
✓	✓	✓	1	✓	✓
✓	✓	✓	2	✓	✓
✓	✓	✓	3	✓	✓
✓	✓	✓	4	✓	✓
✓	✓	✓	5	✓	✓
✓	✓	✓	6	✓	✓
✓	✓	✓	7	✓	✓
✓	✓	✓	8	✓	✓
✓	✓	✓	9	✓	✓
✓	✓	✓	10	✓	✓
✓	✓	✓	11	✓	✓
✓	✓	✓	12	✓	✓
✓	✓	✓	13	✓	✓
✓	✓	✓	14	✓	✓
✓	✓	✓	15	✓	✓
✓	✓	✓	16	✓	✓
✓	✓	✓	17	✓	✓
✓	✓	✓	18	✓	✓
✓	✓	✓	19	✓	✓
✓	✓	✓	20	✓	✓

- ✗ Provide a student with a heavy piece of paper to assist tracking.
- ✗ Direct a student to underline or mark assessment directions with a No. 2 pencil.
- ✗ Record test directions for a student.

Assistance

- ✗ Provide assistance in turning pages, handling booklets, etc.
- ✗ Provide the student with a No. 2 pencil adapted in size or grip.
- ✗ Schedule assessment at a time of day best suited for the student
- ✗ Schedule assessment across the entire window.

(Test Coordinators Handbook, pg 4)

Questions about testing accommodations?

Call or Email:

Elizabeth Gordon
Phone: 605-773-4698
Email: elizabeth.gordon@state.sd.us

Linda Turner
Phone: 605-773-6119
Email: linda.turner@state.sd.us

Transition News

Catch the Wave

Catch the Wave, a one-day workshop focusing on postsecondary education awareness for students with disabilities, will be held at several campuses this spring. In addition to students considering postsecondary education, teachers who haven't participated at Catch the Wave recently are strongly encouraged to attend.

3/27/08 – Aberdeen, NSU – 9 AM to 4 PM

3/27/08 – Rapid City, SDSM&T and WDTI – 9 AM to 2:30 PM

4/22/08 – Brookings, SDSU – 9 AM to 4 PM

For information or technical assistance on any transition topics, please contact the Transition Services Liaison Project (TSLP) staff in your area, or visit <http://tslp.org/liaisons.htm>



Indicators 1 and 2 (Graduation and Dropout Rates)

South Dakota's Special Education graduation rate was 79.43% for the 2006-2007 cohort. This represents a drop from the previous year, and was also below the 81% target from the State Performance Plan.

Special Education Programs is planning to hold a one-day seminar on improving graduation rates and reducing dropout rates next fall. More information on this training will be shared in the near future. South Dakota (SDCL 13-27-1) will raise its mandatory school attendance age to 18, effective July 1, 2010. ❖

Indicator 13 (Secondary Transition File Contents)

Districts participating in Year 1 of the Indicator 13 Self-Assessment Process will be submitting Checklists and IEPs by April 1st, 2008. Districts participating in Year 2 of the Indicator 13 Self-Assessment Process were notified in the fall, and should be using the South Dakota Indicator 13 Checklist as new IEPs are written. Year 2 districts will submit their data in the Spring of 2009. Technical assistance on Indicator 13 is

available through the Transition Liaison assigned to your district. ❖

Indicator 14 (Post School Outcomes Survey)

State outcome data for 2005-2006 Special Education exiters, who were surveyed in 2007, was reported to OSEP on January 31, 2008. Dr. Greg Cooch will be presenting information on South Dakota's survey results at the CEC / Special Education Conference on March 17th. District data is being disaggregated, and will be shared with districts as soon as it is available.

Districts should be preparing to complete the Exit Survey (Appendix A) for 2007-2008 exiters, and procedural instructions will be provided later this spring. The surveys are due by June 30th, and are to be completed for graduates receiving diplomas or certificates of completion, age-outs, dropouts, or those exiting in an optional manner. Dr. Cooch again asks district personnel to verify and update the exiters' contact information (mail, phone, cell phone, e-mail, etc.), and to also remind exiters that they will be contacted in 2009 regarding employment, postsecondary education, and other outcomes. ❖

"Catch the Wave" 2008

Sponsored by
Transition Services Liaison Project
In partnership with
Northern State University

What: A day of university orientation for high school students with disabilities, who are considering post-secondary education (college or technical institute).

Who should attend:

- High School students/disabilities
- Parents
- High school guidance counselors
- Special education teachers

Date: Thursday, March 27, 2008
Time: 9:00 a.m. - 3:00 p.m. (lunch is provided)
Location: NSU, Student Union, Aberdeen, SD
Cost: \$5.00 per student



Registration is required by March 20, 2008

Topics:

- College 101 (self-advocacy, securing accommodations, expectations of colleges, differences between high school and college)
- Demo of Assistive Technology computer devices that assist college students/disabilities
- College Students with disabilities and their experiences at college
- Disability coordinators at SD colleges and their experiences working with students with disabilities
- SD Adult Agency programs that students can access when going to college

College disability service coordinators have been invited from: Northern State University, Presentation College, Lake Area Technical Institute, South Dakota State University, University of South Dakota, Dakota Wesleyan University, Sisseton-Wahpeton Community College, and Southeast Technical Institute

Invited adult agencies from: Division of Rehabilitation Services & Services to the Blind & Visually Impaired, OIL, South Dakota Advocacy, DakotaLink, Social Security Benefits Specialist and South Dakota Career Center

To register, contact Cindy Kirschman, Transition Liaison, at 626-2398 or email cindy.kirschman@state.sd.us.

If there is a need for special accommodations, please notify Cindy by March 13, 2008.



Web Updates

Our Web Page

<http://doe.sd.gov/oess/specialed/index.asp>

Special Education Advisory Panel

We updated this site with current meeting notices, meeting minutes, by-laws and new members. It can be found on the web at:

<http://doe.sd.gov/oess/specialed/news/Advisory/index.asp> ❖

National Dropout Prevention Center for Students with Disabilities

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) supports the national implementation of provisions of the Individuals with Disabilities Education Act (IDEA) to provide successful school outcomes for students with disabilities. NDPC-SD supports states in assisting local education agencies to increase school completion rates and decrease dropout rates among students with disabilities.

<http://www.ndpc-sd.org/> ❖

New Letter from the Office for Civil Rights

The U.S. Department of Education's Office for Civil Rights recently issued a policy letter addressing students with disabilities' access to advanced programs. OCR reaffirmed that Section 504 and Title II of the ADA require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities. The letter can be downloaded from this link:

<http://www.ed.gov/print/about/offices/list/ocr/letters/colleague-20071226.html> ❖

The Assessment and Accountability Comprehensive Center

New paper on [Assessments Based on Modified Academic Achievement Standards: Critical Considerations and Implications for Implementation](#) (PDF)

(http://www.aacompcenter.org/pdf/aacc_two_percent_memo.pdf)

❖

DISABILITY INFORMATION

According to information from Indicator 8, parent surveys, parents would like more information about their child's disability. Some possible ways to share information with parents could be through a parent newsletter, through a display at the school, through parent-teacher conferences, or possibly at a school open-house.

Some possible sources of information include:

<http://www.nichcy.org/disabinf.asp>

NICHCY offers 14 fact sheets and 3 briefing papers on specific disabilities. Each defines the disability, describes its characteristics, and offers tips for parents and teachers. Each ends with a very helpful list of resources in print or video and disability organizations that can offer more information and assistance. ❖

New from NICHCY

Assessment and Accommodations examines what the research has to say about providing students with disabilities with accommodations that support learning as well as their ability to show what they know and can do. We have included multiple examples of accommodations, guidelines to help IEP teams decide what accommodations a student needs, connections to Federal guidance and requirements on this important topic, and links that will help you identify what accommodation policies your state has adopted to guide participation of children with disabilities in large-scale assessments. *Assessment and Accommodations* is available online at:

<http://research.nichcy.org/accommodations1.asp> ❖

Center for Evidence-Based Practice: Young Children with Challenging Behavior

Effective January 1, 2008, the Center for Evidence-Based Practice: Young Children with Challenging Behavior becomes the Technical Assistance Center on Social Emotional Intervention for Young Children, or TACSEI. TACSEI is a continuation and expansion of the work of CEBP and gives decision makers, caregivers and service providers an enhanced awareness and understanding of, and ability to use evidence-based practices for improving the social-emotional outcomes for young children with, or at risk for, delays or disabilities. The best part is that you will still have access to the great resources and information developed by CEBP, but in the coming months our website will have a new look and lots of new activities and resources. Keep checking back for more information! [TACSEI](#)

[Facts](#)

<http://challengingbehavior.fmhi.usf.edu/> ❖

Surrogate Parent Manual

<http://doe.sd.gov/oess/specialed/forms/pdf/SurrogateParentManual.pdf> ❖

Materials, publications, links and other content found on the Office of Educational Services and Supports: Special Education Program's publications are included for informational purposes only and do not necessarily reflect the positions or policies of the South Dakota Department of Education and you should not assume endorsement by the State of South Dakota or the Federal Government.

Highly Qualified Teacher

The requirements on districts are countless. Among the most controversial in recent times has been the Highly Qualified Teacher issue. In an attempt to clarify some questions districts and staff may have and overall issues that have been identified at the state level the following are clarifying statements.

- 1) Schools that are Title I school wide programs cannot hire non-highly qualified staff. This includes Special Education teachers and aids.
- 2) Title I schools with a targeted assistance program must have highly qualified teachers, teaching Title reading and math.
- 3) A special education teacher who is teaching core content to students who are using extended content standards and are taking the Dakota STEP-A must be highly qualified in elementary core content or have taken the elementary or middle school multi-subject Praxis II.
- 4) Taking the Praxis II 0146 does not add an endorsement to your certificate. The single subject Praxis II test can add an endorsement to your certificate.
- 5) HOUSSE rules no longer exist.

Frequently Asked Questions

What is a Plan of Intent?

The Plan of Intent explains why the district could not hire a highly qualified special education teacher and what the district is going to do to ensure that the hired person becomes highly qualified as quickly as possible or that the district will continue to recruit a highly qualified teacher to fill the position. Non-highly qualified special education staff are limited on the duties they can perform.

What is the process for submitting a Plan of Intent?

In the event a special education teacher is not highly qualified, the district must submit a Plan of Intent through the Personnel Record Form system on how the teacher will become highly qualified. Until the PRF system is updated to accept online submission for special education staff, the Plan of Intent must be submitted in hard copy to the Special Education Programs.

How do the requirements to be “highly qualified” impact special education teachers?

The requirements apply to elementary, middle, and secondary special education

teachers. Special education teachers providing supplemental services and/or non-core content classes must have a bachelor's degree and full state special education certification. When the special education teacher is providing instruction in “core content areas”, and the special education teacher is the teacher of record who awards the credit, that teacher must hold the appropriate endorsement and be highly qualified in the core content area.

Does a special education teacher need to pass core content area tests when in collaboration with regular education teachers?

No. All special educators need to be highly qualified as defined in IDEA, but special educators are not required to demonstrate subject matter competence in any core content area, if they are only

1) providing consultation services to other teachers, such as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for children with study skills or organizational skills or

2) reinforcing instruction that the child has already received from a highly qualified teacher in that core content subject.

What does “highly qualified” mean for special education teachers who do not teach core content to special education students but work in collaboration or consultation?

These teachers will be considered highly qualified special education teachers by obtaining full state certification as a special education teacher.

What does “highly qualified” mean for current high school special education teachers who have NOT yet tested or who do NOT have a major in specific content?

These teachers have the following options:

- 1) They may work in collaboration and consultation with a highly qualified general education teacher. The special education student is instructed by the general education teacher and receives assistance or reinforcement from the special education teacher. In such cases, these teachers need to be identified on the district's Personnel Record Form as a special education teacher; or
- 2) A special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate achievement standards. The term Highly

qualified means the teacher, must have subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those standards; or

3) These teachers may complete a major or take the specific high school Praxis II content test for each content area they teach.

Resources

Who should districts contact if they need further information?

Teacher Certification:

- **Deedra Gesinger** (773-6934) Email at certification@state.sd.us
- **Roxie Thielen** (773-4669) Email at certification@state.sd.us
- **Jantina Nelson-Stastny** (280-5061) Email at certification@state.sd.us

Title:

- Title I – **Diane Lowery** (773-6509) Email at Diane.Lowery@state.sd.us
- Title II – **Melody Schopp** (773-5232) Email at certification@state.sd.us
- Title II-**Lanette Johnston** (773-8415) Email at certification@state.sd.us

Finance:

- Fiscal – **Rob Huffman** (773-6400) Email at robyn.huffman@state.sd.us

Special Education:

- Special Education – **Ray Tracy** (773-3219) Email at ray.tracy@state.sd.us

Guides and Resources

Teacher Look up Online

Teacher 411

<http://apps.sd.gov/applications/de04public/TeacherLookup/TeacherSearch.aspx>

Q and A for HOT under NCLB and IDEA

<http://doe.sd.gov/oatq/docs/Q%20A%20for%20HOT%20under%20NCLB%20and%20IDEA.pdf>❖

Odds and Ends

Parent Demands on Service Delivery

According to Sped Connection, nationally parents have been increasing in the level of demands on specific programs for their children. One example would be the use of Applied Behavior Analysis for use with a child with autism. IDEA does not specify nor require a specific methodology for IEP's. When an IEP is written specifying a particular methodology then this restricts the service delivery methodology options that can be provided to the student. On a positive note, parents are becoming more knowledgeable about their child's disability and potential strategies that may benefit their child. It is important for them to understand that just because a particular strategy works for one child does not guarantee it will work for their child.

When developing an IEP as a team, Sped Connection suggests, the approach the team could utilize is that staff will use research-based practices of visual supports, structured settings and a comprehensive curriculum. With this approach, the team has not restricted program options that the student may have benefited from otherwise. ❖

Predetermined Placements

Predetermination of a placement for a child can potentially cause harm to the child, deny FAPE, and is a procedural violation. In a recent article by Jim Walsh, he discussed the misunderstanding with the terms 'Predetermination' and 'Preparation'. Is a school able to prepare for an IEP meeting? Yes they can, as long as the district is willing to listen to the parents and the parents have an opportunity to voice objections and make suggestions.

Ways to Avoid Predetermination Claims

1. Give the parents the opportunity to ask questions.
2. Emphasize that the district will consider all opinions and alternative suggestions team members offer.
3. Keep a written record or set of minutes of the meeting to document that you held a full and open discussion. When rejecting an alternative, explain why. ❖

FERPA

In a recent article, it has been noted that during an emergency, a school has the right to release student educational records without prior consent to law enforcement officials, public health officials, and medical personnel. This can only occur during the emergency. When the emergency situation is over then FERPA no longer permits the release

of information without parent consent. ❖

FAPE

Who Is Entitled to FAPE?

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education. The ED Section 504 regulation defines a person with a disability as "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."³

For elementary and secondary education programs, a qualified person with a disability is a person with a disability who is:

of an age during which it is mandatory under state law to provide such services to persons with disabilities;
of an age during which persons without disabilities are provided such services; or
a person for whom a state is required to provide a free appropriate public education under the *Individuals with Disabilities Education Act (IDEA)*. (IDEA is discussed later in the pamphlet.)

In general, all school-age children who are individuals with disabilities as defined by Section 504 and *IDEA* are entitled to FAPE.

<http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html> ❖

